DOCUMENT RESUME

ED 410 682 EA 028 582

TITLE	New Catholic Schools, 1985 to 1995. Research Report.
INSTITUTION	National Catholic Educational Association, Washington, DC.
ISBN	ISBN-1-55833-187-5
PUB DATE	1997-00-00
NOTE	72p.; Commissioned by the Research Board of the Chief Administrators of Catholic Education (CACE) and conducted by Meitler Consultants, Inc.
AVAILABLE FROM	National Catholic Educational Association, 1077 30th St., N.W., Suite 100, Washington, DC 20007-3852.
PUB TYPE	Reports - Research (143)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	*Catholic Schools; Educational Finance; Elementary Secondary Education; *Enrollment; *Enrollment Influences; Enrollment Rate; *Enrollment Trends; Geographic Regions; Rural Urban Differences; *School Demography

ABSTRACT

From the mid-1960s to 1992, Catholic school enrollment in kindergarten through 12th grade showed consistent declines. The National Catholic Educational Association (NCEA) reported a 3.3 percent cumulative increase in enrollment for the years 1992-95. Although many factors affect changes in enrollment, one emerging trend is the opening of new Catholic schools. This report summarizes the first comprehensive database for new Catholic schools that opened between 1985 and 1995. The report focuses on new schools, not those that were reopened, restructured, or expanded. Highlights include the following: A total of 134 new Catholic elementary and secondary schools opened from 1985 to 1995. Of the new schools, 4 were prekindergarten through grade 12, 102 were elementary schools, 14 were middle schools, and 14 were secondary schools. The major challenges to opening new schools were financial, such as securing capital and obtaining support for the annual operating budget. In 1995-96 the average tuition for the first child from a Catholic family enrolled in a new Catholic elementary school ranged from $1,135 to $1,196, and new Catholic secondary school tuition ranged from $2,200 to $3,900. Forty-nine figures are included. Appendices include lists of NCEA regions and new Catholic elementary and secondary schools, copies of the survey forms, and survey responses. (LMI)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

EA

ED 410 682

NEW CATHOLIC SCHOOLS

1985 TO 1995

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

P. Kokus

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

EA 028 582

RESEARCH REPORT

FOR THE NATIONAL CATHOLIC EDUCATIONAL ASSOCIATION

BEST COPY AVAILABLE

Copyright 1997, National Catholic Educational Association, Washington, DC
Prepared by Meitler Consultants, Inc.
ISBN: 1-55833-187-5

Foreword

New Catholic Schools: 1985-95 is the report of a study commissioned by the Research Board of the Chief Administrators of Catholic Education (CACE). Meitler Consultants, Inc. accepted the invitation to conduct the study.

The study, which reports the number of schools that have opened as well as those planned, concretizes the fact that it is a great time for Catholic schools. Anthony Bryk, researcher and author, in his essay "Lessons from Catholic High Schools on Renewing Our Educational Institution," published in *The Contemporary Catholic School,*[1] "claims that during the 1980's research studies and newspapers transmitted the unusual effectiveness of Catholic high schools." In fact, his 1995 collaborative studies with Valerie Lee and Peter Holland, published in *Catholic Schools and the Common Good,*[2] represent the completion of ten years of query on the topic.

David Hollenbach, SJ, in his essay, "The Common Good, Pluralism and Catholic Education" in *The Contemporary Catholic School,* reminds us that Catholic schools contribute greatly to society's education and to "the advancement of the common good." Hollenbach challenges us to contribute more to the common good through our Catholic schools, saying, "The time is ripe to actualize their possibilities."

New Catholic Schools: 1985 to 1995, provides us with evidence that now "the time is ripe to actualize" Catholic schools' possibilities. The report provides data on the number of Catholic elementary and secondary schools that opened as well as data about their facilities, finances and sponsorship. It is our hope that this study will give many more Catholic school leaders the courage to open Catholic schools.

Regina Haney
Acting Executive Director
CACE

[1]Terrence McLaughlin, Joseph O'Keefe, SJ, and Bernadette O'Keefe, *The Contemporary Catholic School: Context, Identity and Diversity*, Washington, DC, The Falmer Press, 1996, pp. 25; 100-102.

[2]Anthony Bryk, Valerie Lee, and Peter Holland, *Catholic Schools and the Common Good*, Cambridge, Harvard University Press, 1993.

BEST COPY AVAILABLE

NEW CATHOLIC SCHOOLS FROM 1985 TO 1995

RESEARCH REPORT

for the

National Catholic Educational Association

Table of Contents

INTRODUCTION AND OVERVIEW 1

I. RESEARCH METHODOLOGY 3

II. NEW CATHOLIC ELEMENTARY SCHOOLS 5

A. Number of Schools, Year Opened, Grade Structure and Location 6
B. Enrollment 14
C. Support and Approval Process 17
D. Facility Construction or Acquisition 20
E. Capital Costs 22
F. Facilities 24
G. Finances 26
H. Sponsorship 27

III. NEW CATHOLIC SECONDARY SCHOOLS 28

A. Number of Schools, Year Opened, Grade Structure and Location 29
B. Enrollment 33
C. Support and Approval Process 35
D. Facility Construction or Acquisition 38
E. Capital Costs 39
F. Facilities 41
G. Finances 42
H. Sponsorship 43

IV. SUMMARY 44

APPENDIX

A. NCEA Regions
B. New Catholic Elementary Schools 1985 to 1995
C. New Catholic Secondary Schools 1985 to 1995
D. Survey Form - Elementary Schools
E. Survey Form - Secondary Schools
F. Number of Survey Respondents

INTRODUCTION AND OVERVIEW

From the mid-1960s to 1992, Catholic school enrollment in kindergarten through 12th grade showed consistent declines. Then, in 1992, NCEA reported the first enrollment increase in Catholic schools in over 25 years. NCEA reported the following annual increases in Catholic school enrollment: 16,767 in 1992, 9,215 in 1993, 41,722 in 1994 and 16,651 in 1995. Enrollment increases during these four years resulted in a cumulative gain of 3.3%. While many factors effect changes in enrollment, one emerging trend is the opening of new Catholic schools.

From 1985-86 to 1995-96, NCEA reported a net decline of 791 elementary and middle schools and a decline of 202 secondary schools. While many Catholic schools were being closed or consolidated, 134 new elementary and secondary schools were opened over the same period, partially offsetting the closures and consolidations.

With encouragement of the CACE Research Board, Meitler Consultants, Inc. compiled the first comprehensive database for new Catholic schools opened from 1985 through 1995. The research report focuses on new schools, not schools which were reopened, restructured or expanded. The database was compiled with considerable effort to verify that the data was as accurate as possible and included every area of the country. The following are highlights from the report:

Highlights of the Research

- From 1985 to 1995, 134 new Catholic elementary and secondary schools opened.
- Of the 134 new schools, 4 were PreK through 12, 102 were elementary schools, 14 were middle schools and 14 were secondary schools.
- In fall 1995, enrollment in the new elementary schools was 32,637. Their current capacity is 43,573.
- In fall 1995, enrollment in the new secondary schools was 6,715. Their current capacity is 7,797.
- The greatest number of new schools opened in the Southeast Region and West/Far West Region with 71 elementary schools and 9 secondary schools; 60% of the new schools.
- While most new schools are located in suburban areas, eight new elementary schools and one secondary school opened in inner city areas.
- The major challenges to opening new schools were finances, i.e., securing capital and obtaining support for the annual operating budget.

- Only 29% of the new elementary schools constructed a new building; 62% of the new secondary schools built new facilities.
- Eighty-five percent (85%) of the new elementary schools are located on a site with a parish.
- The primary sources for funding elementary schools were fund drives, borrowed money and cash from the parish; primary sources for new secondary schools were fund drives and borrowed money.
- In 1995-96 the average tuition for the first child from a Catholic family enrolled in a new Catholic elementary school ranged from $1,135 to $1,966; new Catholic secondary school tuition ranged from $2,200 to $3,990.
- Fifty-seven percent (57%) of the new elementary schools are sponsored by a single parish.

I. RESEARCH METHODOLOGY

The objective of the study was to compile and analyze a comprehensive database of new Catholic schools opened since 1985. The database contains the following information:

- name of school
- year opened
- principal's name
- address of school
- type of school
- location (urban, rural, etc.)
- 1995-96 enrollment by grade level
- building capacity
- grade structure
- 1995-96 Catholic/non-Catholic enrollment
- 1995-96 ethnic mix
- motivating group for opening the school
- who conducted the study
- challenges to opening the new school
- years to open the new school
- source of land
- acreage
- how building was acquired
- source of funding for the buildings
- cost of the facility
- anticipated future building additions
- number of classrooms
- specialty classrooms and other facilities
- source of funding for 1994-95 operating budget
- 1995-96 tuition
- legal owner
- sponsorship
- jurisdiction of governance group

The following steps were taken to compile the database.

1. In summer 1994, an abbreviated survey instrument about new schools was developed by Meitler Consultants and sent to superintendents. The survey was relatively short and requested only information about the number of new schools, grade structure, enrollment and the year started.

   When it became evident that a significant number of new schools had been opened the data was published in *Education Management*. Meitler Consultants then contacted the CACE Department of NCEA to develop a strategy for a larger research project in which all of the new schools would be contacted for additional information.

2. In September 1995, a survey was mailed to all new elementary and secondary schools which Meitler Consultants had learned about during the earlier phase of study. The survey instruments contained the items listed in the paragraph above. *(See Appendices D and E)*

During this time, more contacts were made with superintendents to determine if there were new schools which had not been identified earlier and new schools which were opened in fall 1995. Some schools were also deleted from the list when it was discovered that they had been reopened, were consolidations or were in some way not correctly classified as new schools.

3. Later in fall 1995, a second mailing was sent to all principals who had not responded to the first survey. Following this mailing, numerous telephone calls were made to the schools which had not responded.

4. In January 1996, a mailing was sent to diocesan superintendents to verify all information which had been provided by school principals. In many cases follow-up telephone calls were made with superintendents to confirm questionable information and to obtain complete data.

5. In April 1996, a preliminary report of the survey research was presented at the NCEA Convention. During spring 1996, the CACE Research Board was given preliminary results from the research.

6. The research report was written during the summer of 1996. Neal Meitler was the primary author, wth editorial assistance from Alan Meitler, Linda LaPorte and Sister Patricia Beckman. A draft of the research report was reviewed by two members of the NCEA staff, Dr. Frank Savage and Sister Regina Haney.

The survey form will again be sent to all superintendents in September 1996 requesting information about new elementary and secondary schools which were opened in fall 1996. It is the intention of Meitler Consultants to continue to update the database in future years.

II. NEW CATHOLIC ELEMENTARY SCHOOLS

The research data shows that 120 new Catholic elementary schools were opened between 1985 and 1995. This data includes 14 middle schools and 4 PreK-12 schools. In some instances, data on the middle schools and the PreK-12 schools is reported separately, but the data is usually included as part of the elementary school totals throughout the report. The 120 elementary schools include a variety of grade structures which are reported in Figure 6.

Data in the research report is presented by the six geographic regions which the NCEA uses to report statistics. The states in each region are listed in Appendix A of this report. The region, diocese and name of each new elementary school are listed in Appendix B.

A. *NUMBER OF SCHOOLS, YEAR OPENED, GRADE STRUCTURE AND LOCATION*

Figure 1 shows that 120 new elementary schools were opened between 1985 and 1995. Fifty-nine percent (59%) of the new schools were located in the Southeast and West/Far West Regions.

The Southeast and West/Far West Regions are geographically quite large with increasing population density. By contrast, the northeastern regions are geographically smaller with higher population density.

The Mideast and Great Lakes Regions opened only 22 new elementary schools, but these regions had the largest number of existing Catholic schools; i.e., the Mideast Region reported 1,921 elementary and middle schools in 1995-96 and the Great Lakes Region reported 1,819 schools.

Sixty-eight (68) of the 172 dioceses in the United States, or 40%, reported opening one or more new schools.

Figure 1

NUMBER OF NEW ELEMENTARY SCHOOLS
1985 to 1995

Region	Number of New Schools	Percent of New Schools
New England	8	7%
Mideast	12	10%
Great Lakes	10	8%
Plains	19	16%
Southeast	35	29%
West/Far West	36	30%
Total	**120**	**100%**

Figure 2 shows the dioceses that opened three or more new Catholic elementary schools. These 13 dioceses opened 51 new elementary schools, 43% of all new elementary schools.

Population growth is a partial explanation for why some dioceses opened three or more schools. However, demographics alone do not explain the listing of dioceses shown in Figure 2. Not all dioceses with large population growth opened three or more new schools. Also, some dioceses in areas of limited population growth opened a number of new schools, i.e., Greensburg, Scranton, Kansas City and Omaha.

The researcher speculates that two factors, leadership and momentum, are significant reasons why some dioceses opened three or more schools. A strong superintendent, vicar for education, bishop or other prominent diocesan leader may be a significant motivator for opening new schools. Also, the successful opening of one or two new schools may pave the way for taking the risk to open additional new schools.

Another factor may be a positive public image of Catholic schools in the area due to successful marketing, high quailty programs and good local leadership.

Figure 2

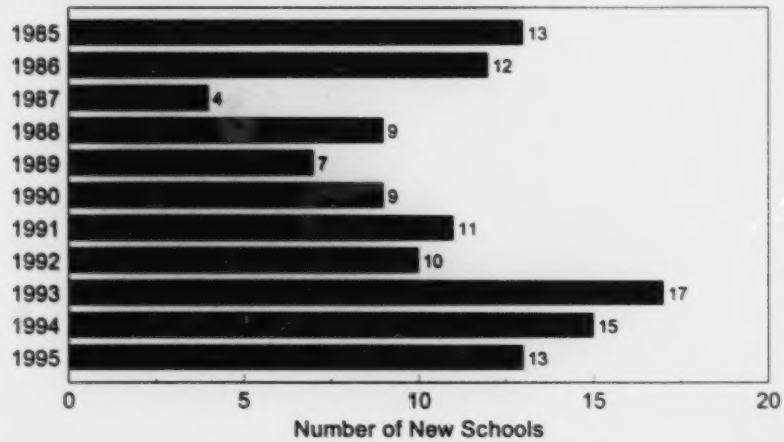
DIOCESES WHICH OPENED THREE OR MORE NEW ELEMENTARY SCHOOLS

Region	Diocese	Number of New Schools
Mideast	Greensburg	4
	Scranton	4
Plains	Kansas City	5
	Omaha	3
Southeast	Arlington	5
	Charleston	3
	Orlando	5
	St. Augustine	3
	St. Petersburg	4
West/Far West	Dallas	4
	Galveston-Houston	5
	Sacramento	3
	San Jose	3
	Total Schools	**51**

Figure 3 shows the years in which new elementary schools were opened. It was hypothesized by the researchers that the number of new schools would show a pattern of steady increase during the study period. The data shows that this assumption was true from 1987 through 1995. However, a surprising number of new schools were opened ten and eleven years ago in 1985 and 1986.

Figure 3

YEAR OPENED



The data in Figure 4 shows that the Southeast and West/Far West Regions started a large number of new schools in 1985 and 1986.

Most new schools in the New England, Mideast and Great Lakes Regions were opened in recent years. The other three regions have consistently opened a few new schools each year throughout the 11-year period.

Figure 4

YEAR OPENED BY REGION

Region	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	Total
New Eng	0	0	0	1	0	1	1	0	1	3	1	8
Mideast	0	1	0	0	0	2	1	2	2	2	2	12
Gr. Lakes	1	0	0	0	1	1	0	1	4	2	0	10
Plains	2	2	2	2	2	0	4	1	1	1	2	19
Southeast	5	3	0	3	4	2	3	2	5	4	4	35
W/FarW	5	6	2	3	0	3	2	4	4	3	4	36
Total	**13**	**12**	**4**	**9**	**7**	**9**	**11**	**10**	**17**	**15**	**13**	**120**

Figure 5 reports the average student capacity of new elementary schools. Dioceses in the Plains and Southeast Regions have opened larger elementary schools, particularly compared to dioceses in the New England and Great Lakes Regions.

Average building capacity increases when a significant number of schools are built for two or three sections per grade level. The data shows that the Plains and Southeast Regions opened the largest number of two and three section schools. Thirty-nine (39) or 33% of all new Catholic elementary schools have two or three sections per grade level.

Figure 5

SIZE OF NEW ELEMENTARY SCHOOLS

Region	Average Student Capacity	Number of Schools With 2 or 3 Sections
New England	227	0
Mideast	307	4
Great Lakes	231	1
Plains	435	11
Southeast	416	15
West/Far West	359	8
Total		**39**

Catholic schools have been opened in response to a variety of needs and local circumstances. Consequently, Figure 6 shows that new schools have a great variety of grade structures. The vast majority (85%) are K to 4 through K to 8 structures. Schools with K to 4/5 or K to 6/7 are generally feeding a Catholic middle school or junior high.

Sometimes new middle schools were opened to increase the enrollment capacity in the elementary schools. While the expansion of existing schools was not documented in this study, many elementary schools did add a second or third section as a result of moving their upper grades to a middle school.

Figure 6

GRADE STRUCTURE OF NEW ELEMENTARY SCHOOLS

Grade Structure	Number of New Schools	Percent of New Schools
PreK / K to 4 or 5	10	
PreK / K to 6 or 7	8	85%
PreK / K to 8	84	
5 to 8	3	
6 to 8	9	12%
7 to 8	2	
PreK / K to 12	4	3%
TOTAL	**120**	**100%**

The four PreK-12 schools identified in Figure 6 were opened in the dioceses of Memphis, Miami, Dallas and Gallup. Middle schools were opened in every region.

NEW MIDDLE SCHOOLS

Region	Number of Middle Schools	Percent of New Schools in the Region
New England	1	13%
Mideast	2	17%
Great Lakes	4	40%
Plains	1	5%
Southeast	3	9%
West/Far West	3	8%
Total	**14**	

As a percentage of new elementary schools, middle schools were most popular in the Great Lakes Region.

The data in Figure 7 shows the ratio of new Catholic elementary schools to the number of existing Catholic schools. In the Southeast Region one of every 25 schools was opened in the last 11 years, in the West/Far West Region one in 36, and in the Plains Region one in 44. This is in stark contrast to the Great Lakes Region in which one of every 299 schools was opened in the past 11 years. Nationwide, one of every 65 elementary schools opened in the last 11 years.

Data in the lower portion of Figure 7 shows that one in seven Catholic middle schools was opened in the last 11 years.

Figure 7

RATIO OF NEW CATHOLIC ELEMENTARY SCHOOLS TO EXISTING SCHOOLS

Region	Number of New Elem. Schools	Total Elementary Schools in 1995-96*	Ratio of New to Existing Schools
New England	7	447	1:64
Mideast	10	1,894	1:189
Great Lakes	6	1,793	1:299
Plains	18	792	1:44
Southeast	32	796	1:25
West/Far West	33	1,195	1:36
Total	**106**	**6,917**	**1:65**

Region	Number of New Middle Schools	Total Middle Schools in 1995-96*	Ratio of New to Existing Schools
New England	1	11	1:11
Mideast	2	27	1:14
Great Lakes	4	26	1:7
Plains	1	8	1:8
Southeast	3	9	1:3
West/Far West	3	17	1:6
Total	**14**	**98**	**1:7**

* *Source: U. S. Catholic Elementary and Secondary Schools 1995-96, NCEA*

Figure 8 shows the location of new elementary schools. The researchers relied on the survey respondents to designate a location code for their new schools. It is likely that there is overlap between urban and suburban as no guidelines were given to help the respondents categorize schools.

Figure 8

LOCATION OF NEW ELEMENTARY SCHOOLS

Most new Catholic schools are located in the suburbs. Catholic families have been moving to the suburbs for decades and often found that Catholic schools were not available in the parishes which they joined. Therefore, they have pressured diocesan and/or local leadership to provide this opportunity for their children.

It may be surprising that eight new Catholic schools were opened in inner cities as indicated in the following table.

NEW INNER CITY SCHOOLS

Region	Diocese	Name of School	Grades	Enrollment Capacity
New England	Boston	Nativity School	5 - 8	60
	Bridgeport	St. Peter School	K - 8	255
	Providence	St. Elizabeth Ann Seton	PreK - 8	300
Mideast	New York	Holy Child Middle School	5 - 8	60
Great Lakes	Milwaukee	Nativity School	6 - 8	45
Southeast	New Orleans	Bishop Perry Middle School	5 - 8	61
West/Far West	Dallas	St. Clare School	K - 8	200
	Portland	St. Anne School	K - 5	110

Some of the new inner city schools are operated by religious communities, e.g., the Jesuits and The Society of St. Edmund, which are making a significant commitment of personnel and resources to serve the poor. Most of these schools are small with low pupil:teacher ratios and serve low income and minority students. There has been considerable publicity about another Jesuit-sponsored school which opened in the inner city of Chicago in Fall 1996.

B. ENROLLMENT

Figure 9 shows that new Catholic elementary schools enrolled 32,637 students in 1995. This represents 1.6% of nationwide Catholic elementary school enrollment in 1995-96.

New schools were at 75% capacity in 1995. Few schools achieve 100% capacity because there are usually some grades which have available seats. In the researcher's experience, 90% to 95% capacity is about the highest level achieved by most schools, even if they have waiting lists.

One reason for unused capacity is that some schools opened in recent years have not yet enrolled children in all of the upper grades.

Figure 9

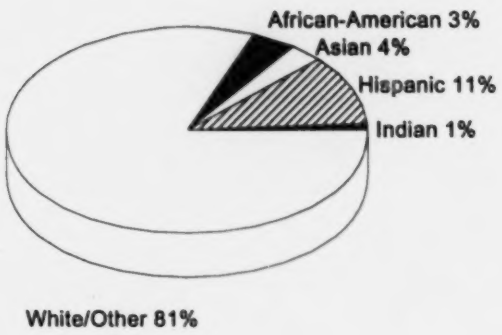
1995 ENROLLMENT AND BUILDING CAPACITY

Region	Number of Schools	1995 Enrollment	Building Capacity
New England	8	1,219	1,815
Mideast	12	3,393	3,688
Great Lakes	10	1,674	2,315
Plains	19	6,554	8,272
Southeast	35	10,780	14,548
West/Far West	36	9,017	12,935
Total	**120**	**32,637**	**43,573**

Figure 10 shows that new elementary school enrollment was 19% minority in 1995. This compares to 24% in Catholic elementary schools nationwide and 28% in Catholic middle schools nationwide. Lower minority enrollment in new Catholic schools is not surprising because most of the new schools were opened in mostly white, suburban areas where Catholics have moved for the last 10 to 20 years, areas in which there is high demand among the Catholic population for new schools.

Figure 10

RACIAL MIX 1995



Twenty-three (23) new schools have been opened in geographic areas that are in or near a large minority population. Figure 11 shows that 19 of the 120 new schools, or 16%, had 50% or higher minority enrollment in 1995-96. These include seven of the eight inner city schools which were identified earlier in this report.

Figure 11

NEW SCHOOLS WITH OVER 50% MINORITY ENROLLMENT

Region	Number of New Schools
New England	3
Mideast	1
Great Lakes	2
Plains	0
Southeast	6
West/Far West	7
Total	**19**

Figure 12 shows that non-Catholic enrollment was 8% in the new elementary schools. NCEA reported that nationwide 1995-96 non-Catholic enrollment in elementary schools was 12% and in middle schools was 18%.

The research study did not inquire about waiting lists for new schools. However, the researchers have anecdotal information from superintendents indicating that many of the new schools already have waiting lists.

Figure 12

NON-CATHOLIC ENROLLMENT

Region	New Schools	All Schools *
New England	11%	11%
Mideast	5%	13%
Great Lakes	12%	12%
Plains	2%	6%
Southeast	10%	14%
West/Far West	12%	13%
Total	**8%**	**12%**

* *Source: U.S. Catholic Elementary and Secondary Schools 1995-96, NCEA*

C. SUPPORT AND APPROVAL PROCESS

Survey respondents were asked to indicate who conducted the study to open the new school. In the survey form, respondents could check only one group. Although studies were often conducted by the parish or a special study committee, it is likely that some of these groups were also supported by the diocesan schools office, an outside consultant or others.

Primary responsibility for 40 studies was assumed by the parish. A special study committee or the diocesan schools office conducted a combined total of 35 studies. It is interesting to note that 13 respondents indicated that "no study was conducted."

Figure 13

WHO CONDUCTED THE STUDY TO OPEN THE NEW SCHOOL?

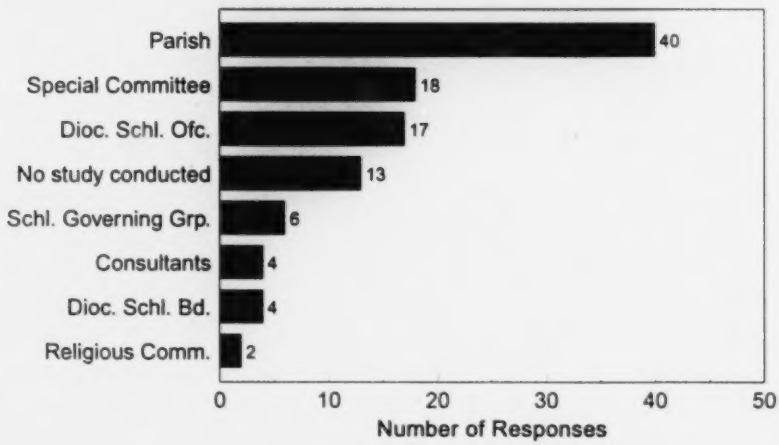


Figure 14 shows that the "most important" individual or group behind opening the new school was usually the parent group or the pastor. However, analysis of the table shows that new schools had different experiences. The Bishop or the Catholic schools office was sometimes influential.

Figure 14

MOST IMPORTANT INDIVIDUAL OR GROUP BEHIND OPENING THE SCHOOL

	Number of Responses			
	Most Important			Least Important
	1	2	3	4
Parent Group	36	12	12	13
Pastor(s)	36	27	10	8
Bishop	14	13	12	10
Catholic Schools Office	10	17	15	10

Opening a new school means overcoming many hurdles; financing, acquiring a site and facilities, support from the parishes and so on. Figure 15 shows the primary challenges to opening new Catholic elementary schools. It is probably not surprising to most readers that the major challenges are related to finances, specifically securing capital and obtaining support for the annual operating budget. It is encouraging to note that obtaining the bishop's support, governance issues and obtaining support of local pastors were often perceived to be the least significant obstacles to opening a new school.

Figure 15

CHALLENGES TO OPENING THE NEW SCHOOL

	Number of Responses				
	Major Obstacle				Minor Obstacle
	1	2	3	4	5
Securing capital	21	6	13	9	9
Obtaining bishop's support	5	4	6	8	41
Securing land	5	4	3	7	22
Governance issues	4	2	10	11	28
Obtaining support of local pastors	7	9	10	8	25
Obtaining support for annual operating budget	21	13	23	12	10

It is interesting to note in Figure 16 that 40% of the new schools needed only one year to open the school. An additional 43% of the new schools needed two or three years to open. Only 16% of the new schools needed four or more years to open.

Figure 16

YEARS NEEDED TO OPEN A NEW SCHOOL

Years	Percent of Schools
1	40%
2	24%
3	19%
4	8%
5	4%
7	1%
8	1%
10	2%

The following table shows that the average number of years needed to open a new school was different from region to region. The researcher has no information which explains the differences.

Region	Average Years Needed to Open a School
New England	2 years
Mideast	1 year
Great Lakes	3 years
Plains	4 years
Southeast	2 years
West/Far West	2 years

D. FACILITY CONSTRUCTION OR ACQUISITION

Figure 17 shows that the initial facility used by new elementary schools was acquired from a variety of sources. Only 29% of the new elementary schools constructed a new school building. Another 18% undertook expansion of existing parish facilities. The largest number, 30%, started the new elementary school in an existing parish building with no initial capital additions.

The survey question asked respondents to describe their initial building. Probably some schools which leased buildings, used modular buildings, or started in a parish building eventually had to relocate, build additional space, or build a new facility as the school expanded.

Figure 17

SOURCE OF ELEMENTARY FACILITY

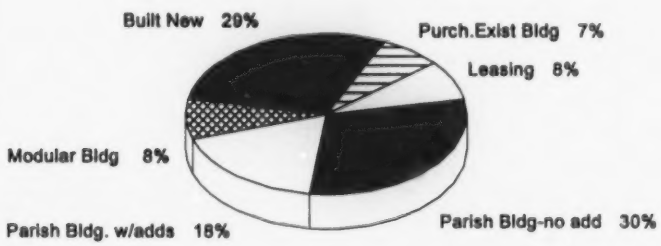
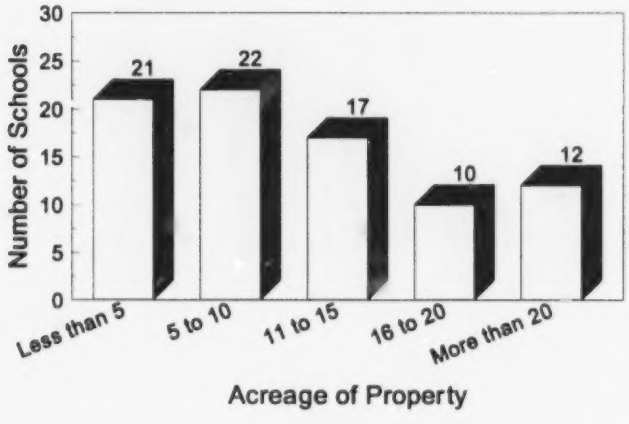


Figure 18 shows the acreage for new elementary school sites. Only 82 new schools responded to this question. The data in Figure 18 shows that 52% of these schools are located on sites of ten acres or less and 48% are located on sites with eleven acres or more. Of the schools which were "built new", 25% are on 10 acres or less, 54% are on 11 to 20 acres and 21% are on more than 20 acres.

Figure 18

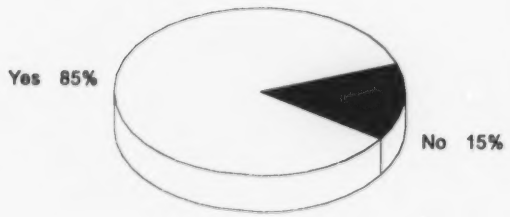
ACRES FOR ELEMENTARY SCHOOL SITE



Eighty-five percent (85%) of the new elementary schools are located on a site with a parish. Fifteen percent (15%), or 16 new schools, are located on a site separate from a parish. Some schools which are not located with a parish are middle schools, inner city schools operated by religious communities, or schools sponsored by more than one parish.

Figure 19

IS SCHOOL LOCATED ON THE SITE WITH A PARISH?



E. CAPITAL COSTS

Figure 20 shows the cost of new elementary schools which were "built new." Twenty-three (23) respondents who "built new" answered the question about the costs. These costs varied greatly from school to school. Three schools reported costs of less than $1 million and one school reported costs of over $6 million. As can be seen from Figure 20, the majority cost between $1 million and $4 million. It should be noted that some of these schools indicated that future facility expansion was necessary to accommodate the school program. Also, some of the new schools were constructed eight and ten years ago and data in Figure 20 does not reflect the impact of inflation on costs. Schools which were "built new" within the last three years cost an average of $2.4 million.

Figure 20

COST OF SCHOOLS WHEN "BUILT NEW"

Cost	Number of Schools
Under $1 Million	3
$1-1.9 Million	6
$2-2.9 Million	5
$3-3.9 Million	5
$4-4.9 Million	1
$5-5.9 Million	2
Over $6 Million	1

Figure 21 shows the source of funding for new elementary school facilities in each region. The percentages indicate that the primary sources for funding were cash from the parish, fund drives and borrowed money. Some of the reporting schools had funding from only one source, whereas other schools reported that money came from two, three or four sources.

Figure 21

SOURCES OF FUNDING FOR NEW ELEMENTARY SCHOOL FACILITY

Region	Cash from Diocese	Cash from Parish	Fund Drive	Borrowed	Other
New England	0%	0%	100%	0%	0%
Mideast	22%	0%	51%	27%	0%
Great Lakes	0%	0%	53%	45%	2%
Plains	0%	24%	37%	39%	0%
Southeast	2%	6%	43%	38%	11%
West/Far West	12%	8%	42%	38%	0%

The survey questionnaire asked respondents to indicate if future building additions were anticipated. Twenty-three (23) respondents indicated that future facility expansion was planned for $1 million or less, whereas 13 respondents planned larger building additions. Seven schools anticipate more than one addition to their facility.

Figure 22

ANTICIPATED BUILDING ADDITION TO NEW ELEMENTARY SCHOOLS

	Number of Schools	
Estimated Cost	Addition #1	Addition #2
Less than $.5 million	9	1
$.5 to $.9 million	14	5
$1 to $1.5 million	2	1
$1.6 to $2 million	5	0
Over $2 million	6	0

28

F. FACILITIES

The survey included questions about the number of classrooms in new elementary schools. The purpose of these questions was to determine the size of new elementary schools and the number of special facilities that were included in the buildings, giving an indication of the marketability of the school and the quality of the educational program.

Figure 23 shows the number of new schools in four size ranges. The count of classrooms includes traditional classrooms and special classrooms for art, music, etc.

Three elementary schools indicated that they had 30 or more classrooms. The largest is St. Benedict School in the Diocese of Memphis which has grades PreK to 12.

Figure 23

TOTAL NUMBER OF CLASSROOMS

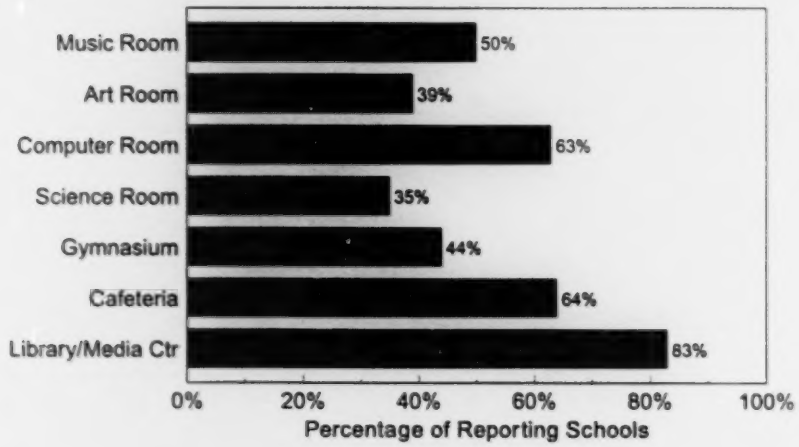
Region	Less Than 10 Classrooms	10 to 19 Classrooms	20 to 29 Classrooms	30 or More Classrooms
New England	5	3	0	0
Mideast	5	3	3	0
Great Lakes	6	3	0	0
Plains	5	4	10	0
Southeast	8	15	7	3
West/Far West	10	12	5	0

Classrooms dedicated to special programs have become an essential ingredient of quality education. While the expectations of parents and the requirements for a quality school vary across the country, the majority of new schools are being built with special use classrooms. Computer rooms are a high priority for schools.

Figure 24 shows the percentage of new schools that have specialty classrooms (music, art, computer and science), and the percentage of schools which have a gymnasium, cafeteria and library/media center. The percentage of schools with gyms and cafeterias varies by area of the country. Most schools in cold climates have gyms and cafeterias, whereas schools in mild climates place less emphasis on these facilities.

Figure 24

SPECIAL FACILITIES



G. FINANCES

Figure 25 shows the average 1995-96 tuition for the first child from a Catholic family. As the data shows, there is a substantial difference between the Mideast and Plains Regions and the Southeast and West/Far West Regions.

Figure 25

AVERAGE 1995-96 TUITION FOR CATHOLIC, FIRST CHILD

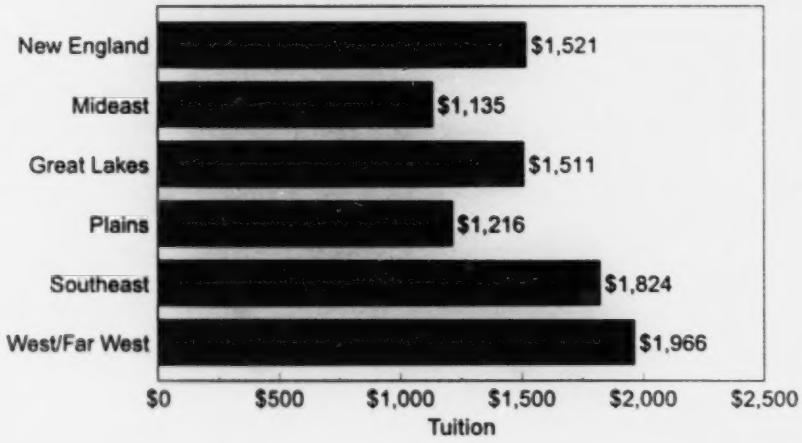


Figure 26 shows the percentage of the school budget provided by parish subsidy. New elementary schools in the West/Far West Region are largely funded by sources other than parish subsidy. New schools in the Southeast Region are not heavily funded by subsidy; however, slightly over one-third of the schools receive 21% or more of their funding from parish(es).

The data shows that schools in the Plains Region are particularly dependent on parish subsidy, which is consistent with the funding of existing schools in that region.

Figure 26

PARISH SUBSIDY FOR NEW ELEMENTARY SCHOOLS

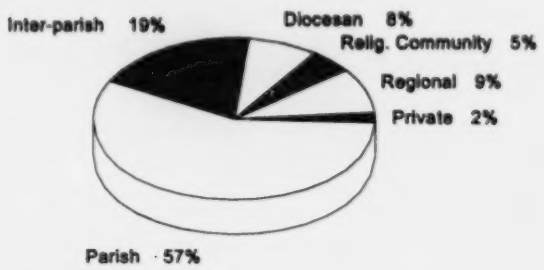
Region	No Parish Subsidy	1% to 20% Subsidy	21% to 40% Subsidy	Over 40% Subsidy
New England	2	3	3	0
Mideast	2	0	4	5
Great Lakes	3	1	3	1
Plains	1	1	5	10
Southeast	8	8	7	2
West/Far West	10	10	2	0

H. SPONSORSHIP

Figure 27 shows the sponsorship of new elementary schools. Fifty-seven percent (57%) of the new schools are sponsored by a single parish. Twenty-eight percent (28%) of the new schools describe their sponsorship as regional or inter-parish.

Figure 27

SPONSORSHIP OF NEW ELEMENTARY SCHOOLS

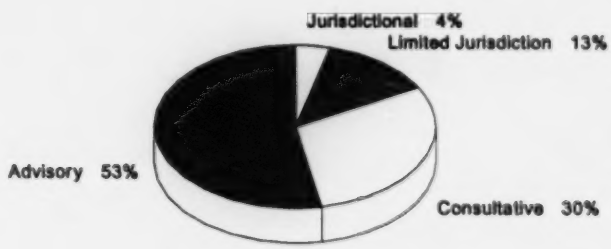


New schools were asked to describe the jurisdiction of the school's sponsorship group. Definitions were given on the survey form regarding the four governance classifications which are identified in Figure 28. *(See Appendix D)*

Seventeen percent (17%) of the reporting schools indicated that their boards were jurisdictional or had limited jurisdiction. Further analysis of the data shows that only one of these schools is operated by a religious community and two were classified as separate corporations. The remainder of the schools with jurisdictional or limited jurisdiction boards are owned by groups of parishes or the diocese.

Figure 28

JURISDICTION OF NEW ELEMENTARY SCHOOL SPONSORSHIP GROUP



32

III. NEW CATHOLIC SECONDARY SCHOOLS

The research data shows that 14 new Catholic secondary schools were opened between 1985 and 1995. Data in the research report is presented by region. States are grouped into six regions, consistent with the historical NCEA groupings for enrollment and financial data. The states in each region are listed in Appendix A of this report. The region, diocese and name of each new secondary school are listed in Appendix C.

Secondary school data in Part III is presented in a similar format to elementary data in Part II allowing the reader to make comparisons between the two parts of the report.

A. NUMBER OF SCHOOLS, YEAR OPENED, GRADE STRUCTURE AND LOCATION

Figure 29 shows that 14 new secondary schools were opened between 1985 and 1995. Ninety-three percent (93%) of the new schools were located in the Plains, Southeast and West/Far West Regions. The only secondary school opened in the Great Lakes Region is an inner city school in Detroit.

In the elementary section, Figure 2, it was observed that thirteen dioceses opened three or more new elementary schools. Three of these dioceses also opened one secondary school: Kansas City, Omaha and Sacramento.

Baton Rouge was the only diocese to open two new secondary schools: Bishop Sullivan High School and St. Thomas Aquinas High School.

Figure 29

NUMBER OF NEW SECONDARY SCHOOLS
1985 to 1995

Region	Number of New Schools	Percent of New Schools
New England	0	0%
Mideast	0	0%
Great Lakes	1	7%
Plains	4	28%
Southeast	5	36%
West/Far West	4	29%
Total	**14**	**100%**

Figure 30 shows the year in which new secondary schools were opened. 1987 is the only year in which a significant number of new secondary schools were opened. There is no clear trend toward more schools being opened in recent years. However, at least one or two new secondary schools opened in nine out of the past eleven years.

Figure 30

YEAR OPENED

Year	Number of New Schools
1985	1
1986	1
1987	4
1988	2
1989	1
1990	0
1991	1
1992	1
1993	2
1994	0
1995	1

Figure 31 reports the student capacity of new secondary schools. Actual enrollment is less. It was surprising to the researcher that half of the schools have an enrollment capacity of 500 or less. It can be an economic challenge to provide a competitive academic program in a small school, especially with less than 300 students.

Figure 31

CAPACITY OF NEW SECONDARY SCHOOLS

Student Capacity	Number of New Schools
Less than 300	5
301 to 500	2
501 to 1000	6
1001 to 1500	0
More than 1500	1

Like the elementary schools, Catholic secondary schools have been opened in response to a variety of needs and local circumstances. Consequently, Figure 32 shows a variety of grade structures. However, the vast majority are 9 to 12 schools.

Figure 32

GRADE STRUCTURE OF NEW SECONDARY SCHOOLS

Grade Structure	Number of Schools
7 to 12	2
8 to 12	1
9 to 12	11
Total	**14**

The data in Figure 33 shows the ratio of new Catholic secondary schools to the number of existing Catholic schools. Nationwide, one of every 88 secondary schools was opened in the last 11 years. This compares to 1 of 65 Catholic elementary schools which are new.

Figure 33

RATIO OF NEW CATHOLIC SECONDARY SCHOOLS TO EXISTING SCHOOLS

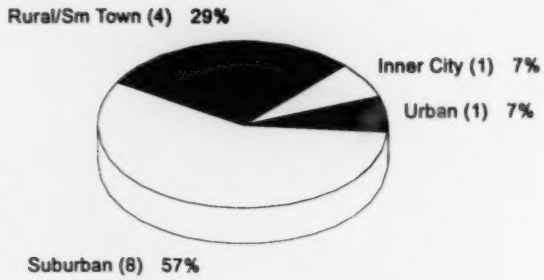
Region	Number of New Sec. Schools	Total Secondary Schools in 1995-96*	Ratio of New to Existing Schools
New England	0	96	
Mideast	0	340	
Great Lakes	1	260	1:260
Plains	4	140	1:35
Southeast	5	171	1:34
West/Far West	4	221	1:55
Total	**14**	**1,228**	**1:88**

** Source: U.S. Catholic Elementary and Secondary Schools 1995-96, NCEA*

The one inner city secondary school indicated in Figure 34 had an enrollment of 98 students and the one urban secondary school had 252 students in 1995. By contrast, the eight suburban secondary schools had an average enrollment of 703 students.

Figure 34

LOCATION OF NEW SECONDARY SCHOOLS



B. ENROLLMENT

Figure 35 shows that new Catholic secondary schools enrolled 6,715 students in 1995. This represents 1.1% of nationwide Catholic secondary school enrollment in 1995-96.

The new secondary schools were at 86% of capacity in 1995. One reason for unused capacity is that several of the new schools opened in recent years have not yet enrolled students in all of the upper grades. Few schools achieve 100% capacity because there are usually some grades which have available seats. In the researcher's experience, 90% to 95% capacity is about the highest level achieved by most schools, even if they have waiting lists.

Figure 35

1995 ENROLLMENT AND BUILDING CAPACITY

Region	Number of Schools	1995 Enrollment	Building Capacity
New England	0	0	0
Mideast	0	0	0
Great Lakes	1	98	160
Plains	4	2,013	2,270
Southeast	5	2,545	2,627
West/Far West	4	2,059	2,740
Total	**14**	**6,715**	**7,797**

Figure 36 shows that new secondary school enrollment was 10% minority in 1995. This compares to 24% in Catholic secondary schools nationwide. Lower minority enrollment in new Catholic schools is not surprising because most of the new schools were opened in mostly White areas where Catholics have moved for the last 10 to 20 years.

One school, Loyola Academy in Detroit, enrolls only African-American students. About 50% of the students enrolled at Immaculate Heart High School in Tucson are Hispanic. John Carroll High School in the Diocese of Birmingham includes 20% minority enrollment. However, the balance of the new schools are apparently located in mostly White or all White areas.

Figure 36

RACIAL MIX 1995

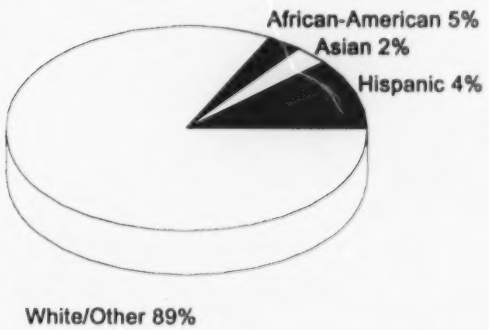


Figure 37 shows that non-Catholic enrollment was 21% in the new secondary schools. The 1995-96 NCEA report shows that nationwide non-Catholic enrollment in secondary schools was 17%.

Figure 37

NON-CATHOLIC ENROLLMENT

Region	Non-Catholic
New England	0
Mideast	0
Great Lakes	80%
Plains	9%
Southeast	18%
West/Far West	34%
Total	**21%**

C. SUPPORT AND APPROVAL PROCESS

Survey respondents were asked to indicate who conducted the study to open the new school. In the survey form, respondents could check only one group. Although studies were often conducted by the diocesan schools office or a special study committee, it is likely that some of these groups were also supported by an outside consultant or others.

Figure 38

WHO CONDUCTED THE STUDY TO OPEN THE NEW SCHOOL?

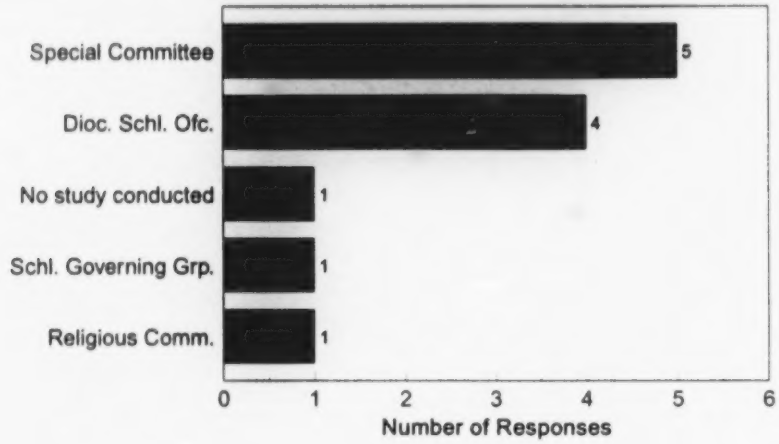


Figure 39 shows that the "most important" individual or group behind opening the new school was sometimes the parent group, pastor, bishop or the Catholic schools office. However, in most cases, the Bishop was seen as the most influential individual. Perhaps the most revealing aspect of the data is that every situation is unique and there are no single ways in which new secondary schools are opened.

Figure 39

MOST IMPORTANT INDIVIDUAL OR GROUP BEHIND OPENING THE SCHOOL

	Number of Responses			
	Most Important			Least Important
	1	2	3	4
Parent Group	2	4	1	2
Pastor(s)	1	2	1	4
Bishop	4	0	4	3
Catholic Schools Office	1	3	3	2

40

Opening a new school means overcoming many hurdles: financing, acquiring a site and facilities, support from the parishes and so on. Figure 40 shows the primary challenges to opening new Catholic secondary schools. It is probably not surprising to most readers that the major challenges are finances: securing capital and obtaining support for the annual operating budget. Getting support of local pastors is identified as an obstacle, perhaps because of their concern about how funding of a new secondary school might impact their parish finances. It is encouraging to note that obtaining the bishop's support, governance issues and securing land were often perceived to be the least significant obstacles to opening a new school.

Figure 40

CHALLENGES TO OPENING THE NEW SCHOOL

	Number of Responses				
	Major Obstacle 1	2	3	4	**Minor Obstacle** 5
Securing capital	8	1	1	1	0
Obtaining bishop's support	1	0	2	0	7
Securing land	0	0	4	2	4
Governance issues	0	1	3	2	4
Obtaining support of local pastors	3	3	3	0	1
Obtaining support for annual operating budget	3	2	2	2	1

It is not surprising to see in Figure 41 that most of the new institutions needed between two and five years to open the school. Getting approval of a new secondary school is usually much more difficult than approval for a new elementary school. Around the country there are parent groups who have been working five to ten years to get approval of a new secondary school and some of them are continuing their efforts. As a case in point, a parent group in north Denver has been active for twelve years. It appears that their dream will be realized in the next two or three years. A group in north San Diego has been working for over ten years to get a new secondary school and have not yet gotten approval although studies show that enrollment would be 800 to 1,200 students.

Figure 41

YEARS NEEDED TO OPEN A NEW SCHOOL

Years	Percent of Schools
1	8%
2	23%
3	15%
4	8%
5	31%
7	8%
10	8%

D. FACILITY CONSTRUCTION OR ACQUISITION

Figure 42 shows that the facilities used by new secondary schools were acquired from a variety of sources. However, 62% built new facilities compared to only 29% of the new elementary schools for which a new school building was constructed.

Figure 42

SOURCE OF SECONDARY FACILITY

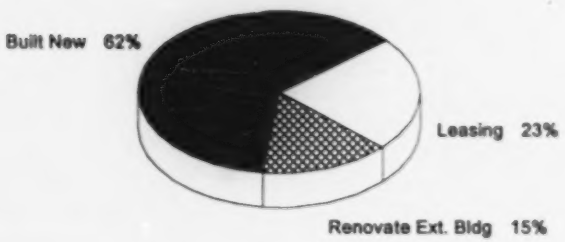


Figure 43 shows the acreage for new secondary school sites. Half of the new schools are located on 30 acres or more. The one school located on less than 5 acres is Loyola Academy, an inner city school in Detroit.

Figure 43

ACRES FOR SECONDARY SCHOOL SITE

Acreage of Property	Number of Schools
Less than 5	1
5 to 10	1
11 to 20	2
21 to 30	1
31 to 40	3
More than 40	3

E. CAPITAL COSTS

Figure 44 shows the cost of new secondary school facilities which were "built new." Eight schools reported data. The $26 million facility was built for Santa Margarita High School in the Diocese of Orange.

Figure 44

COST OF SCHOOLS WHEN "BUILT NEW"

Cost	Year Built	Capacity
$ 2.5 Million	1986	400
$ 2.8 Million	1985	642
$ 3.0 Million	1987	530
$ 4.5 Million	1987	250
$10.6 Million	1993	800
$12.2 Million	1988	1,000
$14.5 Million	1992	950
$26.0 Million	1987	1,800

Figure 45 shows the source of funding for new secondary school facilities. The primary sources for funding were fund drives and borrowed money. Some of the reporting schools had funding from only one source, whereas other schools reported that money came from two, three or four sources.

Figure 45

SOURCES OF FUNDING FOR NEW SECONDARY SCHOOL FACILITY

Amount	Cash from Diocese	Fund Drive	Borrowed	Other
Great Lakes	100%	0%	0%	0%
Plains	0%	32%	29%	39%
Southeast	14%	40%	26%	20%
West/Far West	8%	42%	50%	0%

44

The survey questionnaire asked respondents to indicate if future building additions were anticipated. Twelve of the 13 respondents planned building additions. Seven schools anticipate more than one addition to their facility.

Figure 46

ANTICIPATED BUILDING ADDITION TO NEW SECONDARY SCHOOLS

	Number of Schools	
Estimated Cost	**Addition #1**	**Addition #2**
Less than $.5 million	3	3
$.5 to $.9 million	6	2
$1 to $1.5 million	1	1
$1.6 to $2 million	1	0
Over $2 million	1	1

F. FACILITIES

The survey included questions about the number of classrooms in new secondary schools. Figure 47 shows the number of new schools in four size ranges.

All schools reported having a library/media center. Two schools did not have a cafeteria. Two other schools reported that they did not have a gymnasium.

Figure 47

TOTAL NUMBER OF CLASSROOMS

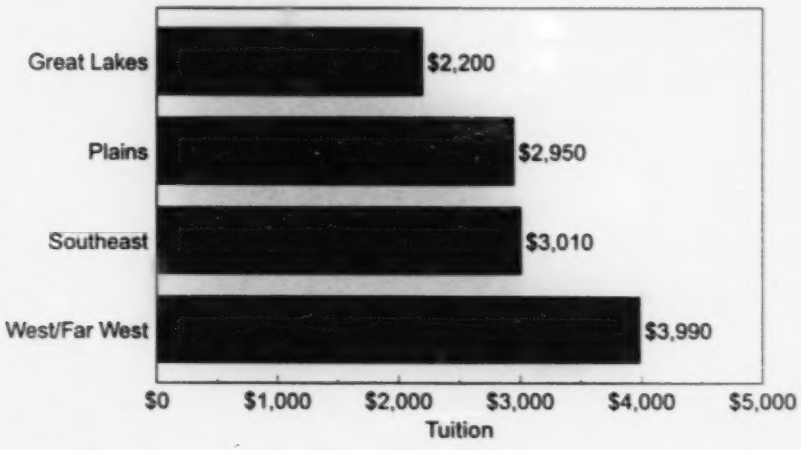
Region	Less Than 20 Classrooms	20 to 29 Classrooms	30 to 39 Classrooms	40 or More Classrooms
New England	0	0	0	0
Mideast	0	0	0	0
Great Lakes	1	0	0	0
Plains	0	1	0	2
Southeast	2	1	1	1
West/Far West	3	0	0	1
Total	**6**	**2**	**1**	**4**

G. FINANCES

Figure 48 shows the average 1995-96 tuition for the first child from a Catholic family. As the data shows, there is a substantial difference between the regions.

Figure 48

AVERAGE 1995-96 TUITION FOR CATHOLIC, FIRST CHILD

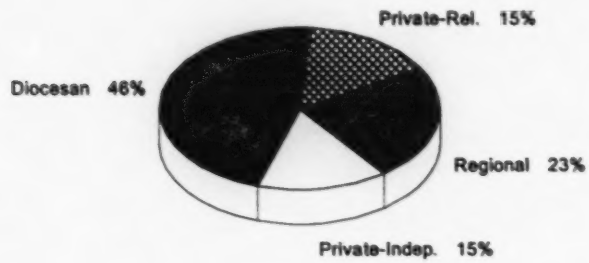


H. SPONSORSHIP

Figure 49 shows the sponsorship of new secondary schools.

Figure 49

SPONSORSHIP OF NEW SECONDARY SCHOOLS

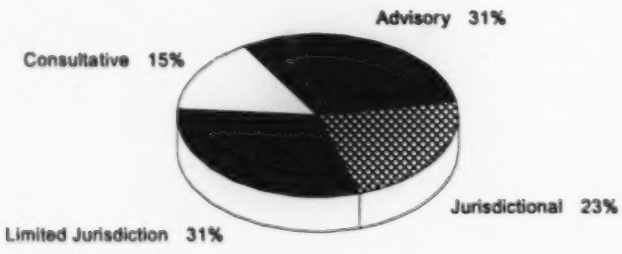


New schools were asked to describe the jurisdiction of the school's sponsorship group. Definitions were given on the survey form regarding the four governance classifications which are identified in Figure 50. *(See Appendix E)*

Fifty-four percent (54%) of the reporting schools indicated that they had boards which were jurisdictional or had limited jurisdiction. Further analysis of the data shows that there is inconsistency in the reporting. Jurisdictional is probably overstated. Therefore, it is not advisable to draw firm conclusions from the data.

Figure 50

JURISDICTION OF NEW SECONDARY SCHOOL SPONSORSHIP GROUP



IV. SUMMARY

Only limited information is available about the projected number of new Catholic schools in the next five to ten years. Data provided by superintendents and our professional observation indicates that an even greater number of new Catholic schools may be opened in future years.

There has been much discussion about why Catholic school enrollment has increased and why more new Catholic schools are being opened each year. The following list summarizes some reasons for the current favorable trends:

- More school-age children make up the U.S. population with a projected increase of 7% from 1994 to 2006.
- Families who move from northern states to the southeast and south often ask, "Where is the Catholic school?" and they are frequently willing to help start a new school.
- Continued dissatisfaction with the public schools.
- Continued movement of the Catholic population to the suburbs where there are no Catholic schools.
- Increasing concern about negative trends in society, an increased interest by many families in spiritual values and the desire for a Christ-centered education for their children.
- A conservative trend in the United States and a desire by many families to provide a value-based education for their children.
- A strong economy and the increasing ability of many families to afford Catholic school tuition.
- The NCEA/USCC National Marketing Campaign for Catholic schools and a greater focus on marketing at the local level.

We are also aware that a growing number of Catholic schools have waiting lists for kindergarten and ninth grade. As waiting lists grow, pressures increase to build new schools. It is especially important to note that a number of bishops have recognized these trends and are encouraging new school studies and capital campaigns to build new schools.

It appears that more feasibility studies for new Catholic schools are being conducted now than at any time in the past 20 years. Some dioceses are conducting diocesanwide studies to determine how many Catholic schools are needed, where new schools should be located and what size the schools should be. In several growing dioceses, these studies have identified the need for eight or ten new Catholic schools. Identification of

the need must be followed by more in-depth study and planning before a new school will actually open. These in-depth studies usually involve a survey to determine potential enrollment, identification of potential sites, study of facility costs, capital fund drive feasibility study and financial projections. Consequently, even when a new school is needed, there is a delay in actually getting it started. Nevertheless, it is the researcher's opinion that we will continue to see between 15 and 25 new schools opened each year in the foreseeable future. The principal event that might slow the trend is a recession in the U. S. economy.

Over the decades we see how the hand of God has led the Roman Catholic Church in the United States through both bad times and good. As society becomes increasingly secular, the need for Christian education for young people has never been greater. Looking to Jesus as the Master Teacher and as role model, the Church should continue to follow His command to "let the little children come to me" *(Matthew 19:14)*. We must remember to be thankful for the bishops, pastors, superintendents and parent groups who are recognizing this need and are willing to work in partnership with them to make Catholic schools available for future generations.

APPENDICES

APPENDIX A

NCEA Regions

1. New England
   - Connecticut
   - Maine
   - Massachusetts
   - New Hampshire
   - Rhode Island
   - Vermont

2. Mideast
   - Delaware
   - District of Columbia
   - Maryland
   - New Jersey
   - New York
   - Pennsylvania

3. Great Lakes
   - Illinois
   - Indiana
   - Michigan
   - Ohio
   - Wisconsin

4. Plains
   - Iowa
   - Kansas
   - Minnesota
   - Missouri
   - North Dakota
   - Nebraska
   - South Dakota

5. Southeast
   - Alabama
   - Arkansas
   - Florida
   - Georgia
   - Kentucky
   - Louisiana
   - Mississippi
   - North Carolina
   - South Carolina
   - Tennessee
   - Virginia
   - West Virginia

6. West/Far West
   - Alaska
   - Arizona
   - California
   - Colorado
   - Hawaii
   - Idaho
   - Montana
   - New Mexico
   - Nevada
   - Oklahoma
   - Oregon
   - Texas
   - Utah
   - Washington
   - Wyoming

APPENDIX B

New Catholic Elementary Schools 1985 to 1995

Region	Diocese	School Name
New England	Boston	Nativity School
	Bridgeport	St. Peter School
	Fall River	St. Margaret School
	Fall River	Holy Trinity School
	Hartford	St. Bridget School
	Portland	St. Agnes School
	Providence	St. Elizabeth Ann Seton
	Worcester	Trinity Catholic Academy
Mideast	Baltimore	Woodmont Academy
	Greensburg	Christ the Divine Teacher School
	Greensburg	Quesn of Angels Reg. Cath. Sch.
	Greensburg	Aquinas Academy
	Greensburg	Holy Trinity School
	New York	Holy Child Middle School
	Scranton	Regis Elementary School
	Scranton	Regis Academy
	Scranton	LaSalle Academy
	Scranton	Holy Spirit Academy
	Trenton	St. Aloysius School
	Washington	Mary of Nazareth School
Great Lakes	Cincinnati	St. Margaret of York School
	Cleveland	SS. Cosmas and Damian School
	Detroit	Dominican Academy
	Detroit	McCormick Academy
	Ft. Wayne-S. Bend	Benoit Academy
	Indianapolis	St. Rose of Lima School
	Lansing	St. Martha School
	Marquette	St. Mary School
	Milwaukee	Nativity Jesuit Middle School
	Saginaw	Holy Family Middle School
Plains	Davenport	Regina Elementary School
	Jefferson City	St. Thomas the Apostle School
	Jefferson City	Immaculate Conception School
	Kansas City	Holy Spirit School

APPENDIX B

New Catholic Elementary Schools 1985 to 1995

Region	Diocese	School Name
Plains	Kansas City	Holy Cross School
	Kansas City	Nativity School
	Kansas City	Prince of Peace School
	Kansas City	Christ the King School
	Lincoln	Aquinas Middle School
	Lincoln	St. Peter School
	Omaha	St. Wenceslaus School
	Omaha	St. Stephen Martyr School
	Omaha	St. Vincent de Paul School
	Springfield-Cape Girardeau	St. Francis Xavier's
	St. Louis	Queen of All Saints School
	St. Louis	St. Norbert School
	Wichita	Resurrection School
	Winona	Holy Spirit School
	Winona	St. Theodore School
Southeast	Arlington	St. Patrick School
	Arlington	St. Andrew the Apostle School
	Arlinton	St. William of York School
	Arlington	St. Theresa School
	Arlington	St. Ambrose School
	Atlanta	St. John Neumann Regional
	Baton Rouge	St. Jean Vianney School
	Charleston	St. John Neumann School
	Charleston	Charleston Catholic School
	Charleston	St. Peter School
	Charlotte	All Saints School
	Charlotte	Holy Trinity Middle School
	Jackson	St. Joe Jr. High School
	Little Rock	Christ the King School
	Louisville	St. Patrick School
	Memphis	St. Benedict School
	Miami	Our Lady of the Lakes
	Miami	Holy Cross Academy
	New Orleans	Bishop Perry Middle School
	New Orleans	St. Simon Peter
	Orlando	St. Thomas Aquinas School

APPENDIX B

New Catholic Elementary Schools 1985 to 1995

Region	Diocese	School Name
Southeast	Orlando	Resurrection
	Orlando	St. Anthony School
	Orlando	Holy Redeemer
	Raleigh	St. Raphael School
	Raleigh	St. Therese Catholic School
	St. Augustine	Annunciation School
	St. Augustine	Holy Spirit School
	St. Augustine	San Juan Del Rio School
	St. Petersburg	Notre Dame School
	St. Petersburg	Central Catholic School
	St. Petersburg	Bishop Larkin School
	St. Petersburg	Guardian Angels School
	Venice	St. Andrew School
West/Far West	Amarillo	Amarillo Catholic Middle School
	Austin	St. Theresa
	Boise	St. Edward's Bi-Parish School
	Brownsville	St. Luke Catholic School
	Dallas	The Highlands School
	Dallas	Prince of Peace School
	Dallas	St. Joseph School
	Dallas	St. Clare School
	Denver	St. Thomas More School
	Gallup	Blessed Kateri Tekakwitha Academy
	Galveston-Houston	John Paul II School
	Galveston-Houston	St. Laurence the Martyr School
	Galveston-Houston	St. Clare of Assisi School
	Galveston-Houston	St. Martha School
	Galveston-Houston	Our Lady Queen of Peace School
	Los Angeles	St. Sebastian School
	Los Angeles	Armenian Sisters Academy
	Oakland	St. Raymond School
	Oklahoma City	St. Elizabeth Ann Seton School
	Oklahoma City	Sacred Heart School
	Orange	Serra Catholic Elementary
	Phoenix	St. John Vianney School

APPENDIX B

New Catholic Elementary Schools 1985 to 1995

Region	Diocese	School Name
West/Far West	Portland	St. Anne School
	Sacramento	St. Francis Middle School
	Sacramento	Notre Dame School
	Sacramento	St. Catherine of Siena
	Salt Lake City	St. Francis Xavier
	Salt Lake City	Blessed Sacrament
	San Antonio	The Atonement Academy
	San Antonio	St. Matthew Catholic School
	San Diego	St. Peters Catholic School
	San Jose	Holy Family Educational Center
	San Jose	St. John the Baptist School
	San Jose	St. Catherine Jr. High School
	Tucson	St. Anthony School
	Tulsa	Marian Academy

APPENDIX C

New Catholic Secondary Schools 1985 to 1995

Region	Diocese	School Name
Great Lakes	Detroit	Loyola Academy
Plains	Kansas City	St. Thomas Aquinas High School
	Lincoln	Neumann Jr/Sr High School
	Omaha	Skutt Catholic High School
	Sioux Falls/Rapid City	St. Thomas More High School
Southeast	Baton Rouge	Bishop Sullivan High School
	Baton Rouge	St. Thomas Aquinas H.S.
	Birmingham	John Carroll High School
	New Orleans	Archbishop Hannan High School
	Richmond	Blessed Sacrament High School
West/Far West	Orange	Santa Margarita High School
	Sacramento	Bishop Quinn High School
	Seattle	Holy Cross High School
	Tucson	Immaculate Heart High School

School Name: _____ **Contact Person:** _____

School Address: _____ **Phone:** _____

City and State _____ **Diocese:** _____

NEW CATHOLIC SCHOOLS SURVEY

Please answer the following questions about how your school was started, its enrollment, facilities, finances and governance. If you have any questions about the survey, call Diane Leon at 414-529-3366. Thank you for taking time to complete the survey form. When the results have been compiled, a summary will be shared with you.

INFORMATION ABOUT YOUR SCHOOL

1. Meitler Consultants was provided the following information about your school. Please check its accuracy and make any needed corrections.

	Reported	*Correction*
Year Opened	_____	_____
1994-95 Enrollment	_____	_____
Location (urban, rural, suburban or inner city)	_____	_____
Grade Levels (when all classes are opened)		
Beginning Grade	_____	_____
Ending Grade	_____	_____
School capacity (when all classes are opened)	_____	_____

ENROLLMENT

2. What is your Fall 1995 enrollment, by grade?

Pre-K	_____
K	_____
1	_____
2	_____
3	_____
4	_____
5	_____
6	_____
7	_____
8	_____
Total Pre-K to 8	_____

3. Indicate the number of students in 1995-96 in the following categories.

Catholic	_____	American Indian/Alaskan Native	_____
Non-Catholic	_____	African-American/Black	_____
		Asian/Pacific Islander	_____
Total Enrollment	_____	Hispanic, Non-Black	_____
		White or Other	_____
		Total Enrollment	_____

CONSTRUCTION AND LAND COSTS

4. When your school was started, how was the building acquired? *(Check ONE)*

_____ Built a new facility
_____ Bought and renovated an existing facility
_____ Leased an existing facility
_____ Used an existing parish facility - no additions were needed
_____ Used an existing parish facility - building additions were needed
_____ Used modular (portable) classrooms
_____ Other (specify) _____

If a new facility was built, what did it cost?

Land *(1)*	$_____
Building and furnishings	$_____
Other	$_____
Total Cost	**$_____**

(1) Include cost for land only if land was purchased to start the school. Do not include cost of land already owned by the parish or diocese.

5. Do you anticipate building or acquiring additional facilities in the next five years? ___ Yes ___ No

If "Yes", please describe the type of facilities to be added:

Description of the Potential Addition	*Projected Cost*	*Projected Date*
_____	_____	_____
_____	_____	_____
_____	_____	_____

FUNDING FOR FACILITIES

6. What was the source of funding for the building costs and land costs identified in Question #4? *(If exact numbers are not available, provide approximations. Do not include gifts of land or existing buildings owned by the church.)*

Cash gifts from the Diocese	$_____
Cash gifts from Parish(es) Reserves	$_____
Fund Drive (cash gifts from parents, parish members, friends, corporations, foundations, etc.)	$_____
Borrowed Funds	$_____
Other	$_____
Total Funds	**$_____**

7. Was land for the school donated? ___ Yes ___ No

If Yes, please explain: _____

_____

DESCRIPTION OF LAND AND FACILITY

8. Please describe the number of rooms in your school facility. *(Count rooms only once)*

	Number of Rooms
Regular classrooms	_____
Special classrooms	
Music	_____
Art	_____
Computers	_____
Science	_____
Other _____	_____
Other _____	_____
Total Classrooms	_____

9. Does your school have the following facilities?

	Yes	No
Gym	___	___
Cafeteria	___	___
Library or Media Center	___	___

List other special facilities or unique physical characteristics of the new school.

_____

_____

10. Is the school located with a parish on the same site? _____ Yes _____ No

11. Indicate approximate number of acres on which the school is located. *(Include area occupied by the church, parking, etc.)* _____ acres

SOURCE OF FUNDING FOR THE 1994-95 OPERATING BUDGET

12. In 1994-95, what percent of the operating budget was provided by the following sources of funds?

Parish subsidy	_____%
Diocesan subsidy	_____%
Tuition and Fees	_____%
Fund raising/Development	_____%
Miscellaneous	_____%
Total Operating Budget	**100%**

13. What is the tuition rate for the 1995-96 school year for Catholic families with the number of children indicated?

1 Child	$_____
2 Children	$_____
3 Children	$_____

PRIMARY MOTIVATING GROUP/INDIVIDUAL BEHIND OPENING THE NEW SCHOOL

14. Which individuals or groups were the most significant motivators behind opening of the new school? Do not indicate who approved the project, but who got the project started and kept it moving forward. Rank the importance of their role with Number 1 being "most important".

Rank

_____ Parent Group
_____ Pastor(s)
_____ Bishop
_____ Catholic Schools Office
_____ Other: (specify)_____

Brief Explanation: _____

_____

15. Who conducted the study to determine the need for the school? *(Check ONE)*

_____ No study was conducted
_____ Consultants/consulting firm
_____ Diocesan School Office
_____ Diocesan School Board
_____ Parish
_____ Religious community
_____ School's governance group
_____ Special committee
_____ Other: (specify)_____

CHALLENGES TO OPENING A NEW SCHOOL

16. During the time when opening of your school was being debated, what were the biggest challenges that had to be overcome? *(Circle a response for each statement)*

Challenges	Major Obstacle				Minor Obstacle	Not Applicable
Securing capital for construction	1	2	3	4	5	N/A
Obtaining Bishop's support and approval	1	2	3	4	5	N/A
Securing land	1	2	3	4	5	N/A
Governance issues	1	2	3	4	5	N/A
Obtaining support of local pastor(s)	1	2	3	4	5	N/A
Obtaining support for the annual operating budget	1	2	3	4	5	N/A
Other _____	1	2	3	4	5	N/A
Other _____	1	2	3	4	5	N/A

How were the obstacles overcome? _____

_____

17. From the date when the first group began meeting to consider a new Catholic school, to the date when it opened, how many years elapsed? _____ Years

GOVERNANCE

18. Which classification best describes the sponsorship of your school? *(Check ONE)*

_____ Parish school, sponsored by a single parish
_____ Interparish school, sponsored by two or more parishes
_____ Regional school, serving a specific region of the diocese
_____ Diocesan school, operated by the diocese
_____ Private school, sponsored by a religious community
_____ Private, independent school, not affiliated with a religious community
_____ Other: (specify)_____

If you answered "regional school", how many parishes are sponsors of the regional school?

_____

19. Which of the following best describes the school's governance group? *(Check ONE)*

_____ School Board
_____ Total Education Board
_____ Commission
_____ Committee
_____ Council
_____ Association
_____ Trustees
_____ Other: (specify)_____

20. Which best describes the jurisdiction of the school's governance group? *(Check ONE)*

_____ ***Advisory*** [Acts strictly in an advisory capacity; decision-maker(s) not required to consult with the group before enacting policy.]

_____ ***Consultative*** [Operates in the policy-making process by formulating and adapting policy, but never enacting it. The decision-maker(s) establish those areas where the group is to be consulted and no decision is made until the group is consulted.]

_____ ***Limited Jurisdiction*** [Has power to enact policy in certain areas specified by the decision-maker(s).]

_____ ***Total Jurisdiction*** [Enacts policy in all areas; has final jurisdiction.]

_____ ***Other:*** (specify)_____

21. Please describe any unique characteristics of the school's governance group.

_____

_____

_____

22. Who is the school's legal owner? *(Check ONE)*

_____ Diocese
_____ Single parish
_____ Group of parishes
_____ Religious community
_____ Separate corporation
_____ Parent group
_____ Other: (specify)_____

Please return to Meitler Consultants, Inc., 9415 W. Forest Home Ave., Hales Corners, WI 53130

Thank you for your assistance with this important research project.

School Name: _____ **Contact Person:** _____

School Address: _____ **Phone:** _____

City and State _____ **Diocese:** _____

NEW CATHOLIC SCHOOLS SURVEY

Please answer the following questions about how your school was started, its enrollment, facilities, finances and governance. If you have any questions about the survey, call Diane Leon at 414-529-3366. Thank you for taking time to complete the survey form. When the results have been compiled, a summary will be shared with you.

INFORMATION ABOUT YOUR SCHOOL

1. Meitler Consultants was provided the following information about your school. Please check its accuracy and make any needed corrections.

	Reported	*Correction*
Year Opened	_____	_____
1994-95 Enrollment	_____	_____
Location (urban, rural, suburban or inner city)	_____	_____
Grade Levels (when all classes are opened)		
Beginning Grade	_____	_____
Ending Grade	_____	_____
School capacity (when all classes are opened)	_____	_____

ENROLLMENT

2. What is your Fall 1995 enrollment, by grade?

5	_____
6	_____
7	_____
8	_____
9	_____
10	_____
11	_____
12	_____
Total	_____

3. Indicate the number of students in 1995-96 in the following categories.

Catholic	_____	American Indian/Alaskan Native	_____
Non-Catholic	_____	African-American/Black	_____
		Asian/Pacific Islander	_____
Total Enrollment	_____	Hispanic, Non-Black	_____
		White or Other	_____
		Total Enrollment	_____

CONSTRUCTION AND LAND COSTS

4. When your school was started, how was the building acquired? *(Check ONE)*

_____ Built a new facility
_____ Bought and renovated an existing facility
_____ Leased an existing facility
_____ Used modular (portable) classrooms
_____ Other (specify) _____

If a new facility was built, what did it cost?

Land *(1)*	$_____
Building and furnishings	$_____
Other	$_____
Total Cost	**$_____**

(1) Include cost for land only if land was purchased to start the school. Do not include cost of land already owned by a parish or diocese.

5. Do you anticipate building or acquiring additional facilities in the next five years? ___ Yes ___ No

If "Yes", please describe the type of facilities to be added:

Description of the Potential Addition	*Projected Cost*	*Projected Date*
_____	_____	_____
_____	_____	_____
_____	_____	_____

FUNDING FOR FACILITIES

6. What was the source of funding for the building costs and land costs identified in Question #4? *(If exact numbers are not available, provide approximations. Do not include gifts of land or existing buildings owned by the church.)*

Cash gifts from the Diocese	$_____
Cash gifts from Parish(es) Reserves	$_____
Fund Drive (cash gifts from parents, parish members, friends, corporations, foundations, etc.)	$_____
Borrowed Funds	$_____
Other	$_____
Total Funds	**$_____**

7. Was land for the school donated? ___ Yes ___ No

If Yes, please explain: _____

_____

DESCRIPTION OF LAND AND FACILITY

8. Please describe the number of rooms in your school facility. *(Count rooms only once)*

	Number of Rooms
Regular classrooms	_____
Special classrooms	
Music	_____
Art	_____
Computers	_____
Science	_____
Other _____	_____
Other _____	_____
Total Classrooms	_____

9. Does your school have the following facilities?

	Yes	No
Gym	___	___
Cafeteria	___	___
Library or Media Center	___	___

List other special facilities or unique physical characteristics of the new school.

_____

_____

10. Indicate approximate number of acres on which the school is located. _____ acres

SOURCE OF FUNDING FOR THE 1994-95 OPERATING BUDGET

11. In 1994-95, what percent of the operating budget was provided by the following sources of funds?

Parish subsidy	_____%
Diocesan subsidy	_____%
Tuition and Fees	_____%
Fund raising/Development	_____%
Miscellaneous	_____%
Total Operating Budget	**100%**

12. What is the tuition rate for the 1995-96 school year for Catholic families with the number of children indicated?

1 Child	$_____
2 Children	$_____
3 Children	$_____

PRIMARY MOTIVATING GROUP/INDIVIDUAL BEHIND OPENING THE NEW SCHOOL

13. Which individuals or groups were the most significant motivators behind opening of the new school? Do not indicate who approved the project, but who got the project started and kept it moving forward. Rank the importance of their role with Number 1 being "most important".

Rank

_____ Parent Group
_____ Pastor(s)
_____ Bishop
_____ Catholic Schools Office
_____ Other: (specify)_____

Brief Explanation: _____

_____

14. Who conducted the study to determine the need for the school? *(Check ONE)*

_____ No study was conducted
_____ Consultants/consulting firm
_____ Diocesan School Office
_____ Diocesan School Board
_____ Parish
_____ Religious community
_____ School's governance group
_____ Special committee
_____ Other: (specify)_____

CHALLENGES TO OPENING A NEW SCHOOL

15. During the time when opening of your school was being debated, what were the biggest challenges that had to be overcome? *(Circle a response for each statement)*

Challenges	Major Obstacle				Minor Obstacle	Not Applicable
Securing capital for construction	1	2	3	4	5	N/A
Obtaining Bishop's support and approval	1	2	3	4	5	N/A
Securing land	1	2	3	4	5	N/A
Governance issues	1	2	3	4	5	N/A
Obtaining support of local pastor(s)	1	2	3	4	5	N/A
Obtaining support for the annual operating budget	1	2	3	4	5	N/A
Other _____	1	2	3	4	5	N/A
Other _____	1	2	3	4	5	N/A

How were the challenges overcome? _____

_____

16. From the date when the first group began meeting to consider a new Catholic school, to the date when it opened, how many years elapsed? _____ Years

GOVERNANCE

17. Which classification best describes the sponsorship of your school? *(Check ONE)*

_____ Parish school, sponsored by a single parish
_____ Interparish school, sponsored by two or more parishes
_____ Regional school, serving a specific region of the diocese
_____ Diocesan school, operated by the diocese
_____ Private school, sponsored by a religious community
_____ Private, independent school, not affiliated with a religious community
_____ Other: (specify)_____

If you answered "regional school", how many parishes are sponsors of the regional school?

_____

18. Which of the following best describes the school's governance group? *(Check ONE)*

_____ School Board
_____ Total Education Board
_____ Commission
_____ Committee
_____ Council
_____ Association
_____ Trustees
_____ Other: (specify)_____

19. Which best describes the jurisdiction of the school's governance group? *(Check ONE)*

_____ ***Advisory*** [Acts strictly in an advisory capacity; decision-maker(s) not required to consult with the group before enacting policy.]

_____ ***Consultative*** [Operates in the policy-making process by formulating and adapting policy, but never enacting it. The decision-maker(s) establish those areas where the group is to be consulted and no decision is made until the group is consulted.]

_____ ***Limited Jurisdiction*** [Has power to enact policy in certain areas specified by the decision-maker(s).]

_____ ***Total Jurisdiction*** [Enacts policy in all areas; has final jurisdiction.]

_____ ***Other:*** (specify)_____

20. Please describe any unique characteristics of the school's governance group.

_____

_____

_____

21. Who is the school's legal owner? *(Check ONE)*

_____ Diocese
_____ Single parish
_____ Group of parishes
_____ Religious community
_____ Separate corporation
_____ Parent group
_____ Other: (specify)_____

Please return to Meitler Consultants, Inc., 9415 W. Forest Home Ave., Hales Corners, WI 53130

Thank you for your assistance with this important research project.

APPENDIX F

Number of Respondents to Each Item

ELEMENTARY SCHOOLS (120 Total)

- name of school 120
- year opened 120
- principal's name 120
- address of school 120
- type of school 120
- location (urban, rural, etc.) 120
- 1995-96 enrollment by grade level 120
- building capacity 120
- grade structure 120
- 1995-96 Catholic/non-Catholic enrollment 120
- 1995-96 ethnic mix 120
- motivating group for opening the school 107
- who conducted the study 104
- challenges to opening the new school 93
- years to open the new school 83
- source of land 75
- acreage 82
- how building was acquired 109
- source of funding for the buildings 56
- cost of the facility 46
- anticipated future building additions 105
- number of classrooms 107
- specialty classrooms and other facilities 107
- source of funding for 1994-95 operating budget 91
- 1995-96 tuition 94
- legal owner 104
- sponsorship 105
- jurisdiction of governance group 98

SECONDARY SCHOOLS (14 Total)

- name of school 14
- year opened 14
- principal's name 14
- address of school 14
- type of school 14
- location (urban, rural, etc.) 14
- 1995-96 enrollment by grade level 14
- building capacity 14
- grade structure 14
- 1995-96 Catholic/non-Catholic enrollment 14
- 1995-96 ethnic mix 14
- motivating group for opening the school 12
- who conducted the study 12
- challenges to opening the new school 13
- years to open the new school 13
- source of land 12
- acreage 11
- how building was acquired 13
- source of funding for the buildings 11
- cost of the facility 10
- anticipated future building additions 13
- number of classrooms 13
- specialty classrooms and other facilities 13
- source of funding for 1994-95 operating budget 12
- 1995-96 tuition 13
- legal owner 13
- sponsorship 13
- jurisdiction of governance group 13

National Catholic Educational Association
1077 30th Street, NW, Suite 100
Washington, DC 20007-3852
(202) 337-6232